

TRANSCRIPT PREPARED BY THE CLERK OF THE LEGISLATURE
Transcriber's Office
FLOOR DEBATE

May 10, 2001

LB 305A

(1) \$80,000 from the General Fund for FY 2001 and '02 and (2) \$345,000 from the General Fund for FY 2002-03 to the State Department of Education, for Program 25, to aid in carrying out the provisions of LB 305, Ninety-Seventh Legislature, First Session, 2001. There is included in the amount shown for FY 2001-02 \$80,000 General Funds and for FY 2002-03 \$345,000 General Funds for the Performance Evaluation Pilot Program. No expenditures for permanent and temporary salaries and per diems for state employees shall be made from funds appropriated in this section." Members of the Legislature, I need to ask Senator Raikes a question or two before I go on.

SENATOR CUDABACK: Senator Raikes, would you yield to a question?

SENATOR RAIKES: Yes.

SENATOR CHAMBERS: Senator Raikes, what is this Performance Evaluation Pilot Program and what is it supposed to accomplish?

SENATOR RAIKES: Okay. I'll...I'll attempt that, Senator, and thanks, by the way, for pointing out the...the relatively...relative ease of understanding the provisions of this bill by...by going through the fiscal note. That may be useful to...to several of our colleagues. The performance pay part of the evaluation or the Performance Evaluation Pilot Project, I think I have it there, is attempted to...an attempt to address a situation we were talking about in a dialogue we had earlier. That is that pay for teachers currently is pretty much based on years of experience and hours above a minimum level of training. This is an effort to bring some new concepts or new thoughts into that sort of a compensation system, and there are really two parts to it and the bill, as it is, has only one of those parts. Earlier versions had both, but the first part of it is trying to come up with a method to evaluate performance of teachers. The second part then would involve trying to calculate a pay scale, if you will, or payment based on those components of evaluation.

SENATOR CHAMBERS: Thank you, Senator Raikes. I think anybody who would read that in the transcript would understand clearly